



Lydiard Millicent CE Primary

Headteacher

Recruitment

Pack

The Diocese of Bristol Academies Trust www.dbat.org.uk

Welcome from the Chief Executive Officer

Dear Applicant

Welcome and thank you for your interest in the role of Headteacher at Lydiard Millicent CE Primary in Swindon.

Due to a change in staffing structure, we are seeking an inspirational and highly innovative leader who is wholly aligned to our ethos and values, with a passion and a vision for Christian education for the whole community, for the role of Headteacher from January 2023.

Lydiard Millicent CE Primary is a smaller than average Church of England Primary School, to the west of Swindon.

Schools within The Diocese of Bristol Academies Trust (DBAT) work collaboratively within our hub structure to challenge, support and train each other with the aim of all schools becoming outstanding in SIAMS and Ofsted categories. We promote networking, staff development and strong external partnerships in order to learn and lead high quality, innovative educational practice.

As a Headteacher within DBAT, you would join a strong school leadership group committed to embedding collaborative working at the heart of their school improvement journey. As well as working with, and potentially leading, trust wide networks and initiatives you will be part of an active, open, honest and supportive Local Wiltshire Hub working closely with your sister DBAT schools, Ridgeway Farm, Tadpole Farm, South Marston and St Leonards, under the guidance of a Hub Director of Learning. As colleague school leaders, our relationships are founded on mutual trust and respect and we work together for the common good; we are as invested in the success of each other's schools as we are with our own. In DBAT your struggles and joys are shared.

We celebrate the individuality and diversity of the schools within our Trust and work in partnership with our school leaders, Academy Council members, staff, parents and carers to build long-term and sustainable excellence that will have a real impact in each school community. Finance, HR and Estates and Facilities are managed centrally, enabling school leaders to focus on teaching and learning and the pastoral role that is naturally part of school and community life.

Thank you again for your interest in joining us. I hope that this information pack will inspire you to explore the role with us further.

Best wishes

Jez Piper

CEO

Diocese of Bristol Academies Trust

Our Vision and Values

The Diocese of Bristol stretches from the west of the City of Bristol to the east of Swindon and includes schools in four local authorities: Bristol, Swindon, (North) Wiltshire and South Gloucestershire. There are 70 Diocesan Board of Education (DBE) schools, ranging from those in small rural to large inner-city schools.

Within this family, a group of Diocesan Board of Education (DBE) schools are led through the Diocese of Bristol Academies Trust (DBAT) as sponsored, converter and brand-new academies. DBAT currently comprises fifteen Christian-designated Church Academies with over 3000 children. We are a growing Trust with the majority of our schools categorised as Good, and all schools working towards a judgement of consistently good over the next 18 months.

There has been considerable research into the ways of working in larger MATs. DBAT strives to enhance its reputation as an innovative and forward-thinking trust that improves failing schools and can take good schools to outstanding within a strong values framework. DBAT is a Trust open to church and community schools.

It is essential that all of our members of staff agree to uphold the vision and values of the Trust and of the Church of England, and to live out that vision in our working, in our interactions, and in our communities. It is key to our schools that we demonstrate our Christian Distinctiveness not only through the education and opportunities we provide, but also through our actions and what we give back to our communities in service to them.

‘Authentically Christian. Nurturing Excellence. Serving Communities’

Underpinning the DBAT intention to have a trust that is ‘Authentically Christian. Nurturing Excellence. Serving Communities’ is a strong multi-layered foundation based on Christian traditions and heritage rooted in the Bible, and the Church of England’s vision for education, which underpins our values, ethos and our purpose.

The Church of England’s vision for schools reminds us that our purpose is to give children the opportunity to experience ‘life in all its fullness’ as well as reaching their full potential in academic, creative and spiritual dimensions. Our academies contribute to system leadership across the Trust whereby all staff and officers are committed to the provision of excellent education for all, in every academy.

The ‘changing face’ of DBAT

It is an exciting time to be joining DBAT, as we embed a reinvigorated approach to learning, and the structure of our Trust that will enable and empower leaders at all levels to play a more effective role in the leadership and development of the Trust. We have recently restated our vision, ethos and mission statements, rebranded the Trust, improved our ‘offer’ for all schools, become more outward-looking and set out a new, visionary plan for the future of DBAT.

Lydiard Millicent CE Primary

Lydiard Millicent CE Primary school is a smaller-than-average-sized primary school to the West of Swindon.



We have just under 200 pupils aged from 4 to 11, who are taught in 7 classes. As an academy within the Diocese of Bristol Academies Trust, Lydiard Millicent's Christian vision and values are firmly rooted in all we do, creating a positive and inclusive atmosphere where children of all faiths and none can thrive. We are very proud of the external verification our school has received. In 2018, our Ofsted inspection judged that our school had remained 'Good' and our Church Inspection (SIAMS) grading in 2015 was 'Outstanding'.



Our school vision of 'Believe, Learn, Grow' is at the centre of our curriculum and as children move through the school, they develop the knowledge, skills, values and behaviours they need to continue to flourish and succeed in their lives beyond Lydiard.

Vision and Values

“Believe, Learn, Grow”

Our vision is for all children to believe in themselves and develop a love of lifelong learning as we grow together as part of God’s family.

We will believe: –

That we can fulfil our potential;

That each voice is important;

In ourselves and in each other

Jeremiah 29:11

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”



We will learn: –

Actively and creatively;

In a happy and safe environment;

To love ourselves and celebrate our uniqueness;

To become more independent and resilient.

Proverbs 22:6

Train up a child in the way he should go: and when he is old, he will not depart from it.

We will grow: –

In wisdom, love and compassion – treating others as we want to be treated;

To be curious – asking questions about the world around us;

Into active citizens contributing to our community;

Together as part of God’s family

Colossians 2:7

Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness.

Our daily life at Lydiard Millicent CE Primary is underpinned by 12 Christian values and these are taught and modelled by all members of the school community.

The Headteacher Role

Job Description

Reporting to:	CEO
Key Relationships:	Central Senior Leadership Team Central Education Team Academy Leadership Teams Academy Council Staff and Parents
Grade	L8 – L15 (£50,149 - £59,581) (Pending review for 2022/2023)
Location	Lydiard Millicent CE Primary, Swindon With flexibility to work across other DBAT sites.

Role Summary

The Headteacher will provide professional leadership and management for the school, ensuring high quality education and care for all pupils and staff. The Headteacher will carry out their duties within the Leadership range of the National Teachers' Standards and work towards elements of the National Standards of Excellence for Headteachers.

Professional Responsibilities

Ethos and Culture

- Establish and sustain the school's vision and strategic direction in partnership with the Trust and other stakeholders
- Support the Christian aims, values and ethos of the Trust and the Church of England
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

Leadership

- Operate as the senior leader of the school, with responsibility for its day-to-day management and organisation
- Lead the development of the SDP
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- Provide direction and support for colleagues through staff meetings, line management and effective performance appraisal.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Attend School Review meetings to discuss pupil progress, for all groups in the school, and act on the recommendations of the Education Team.
- Remain abreast of current educational thinking / developments / deadlines for statutory submissions of data/ debate including the GOV.UK education and Ofsted updates.

- Operate as the Designated Safeguarding Lead for the school, where required.
- Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility.

Teaching and Learning

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure robust monitoring and evaluation of school effectiveness.

Assessment

- Ensure effective use is made of formative assessment.
- Monitor the progress and attainment of all pupils in the school and act on any concerns about vulnerable groups through liaison with the SENDCO.

Curriculum

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice
- Ensure that systems and procedures for identifying, monitoring and implementing support for SEND pupils are carried out timely and appropriately

Behaviour and Personal Development

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that a high standard of physical and emotional care for all pupils is maintained.

Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Maintain awareness and implement the procedures for emergencies, accidents and safeguarding
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Manage, with support from the central Finance team, the school budget and the impact of overspend/underspend including Pupil Premium and Sports Premium
- Arrange and support the induction of new staff to the school and ensure effective ongoing people management to support wellbeing
- Ensure that the school is adequately staffed at all times and staff are deployed effectively
- Ensure the school website complies to statutory requirements
- Oversee effective systems, processes and policies that enable the school to operate efficiently

Partnership and Collaboration

- Ensure an ethos of collaboration is embedded.
- Work collaboratively with the Executive Director of Learning, Hub Director of Learning, DBAT Education Team and DBAT Business Partners.
- Ensure effective communication with, and between, staff, parents and Academy Council members.
- Work collaboratively with other officers and stakeholders, including the Academy Council, on the areas for development outlined in the School Development Plan.
- Assist in the promotion of understanding and active co-operation between staff and parents on school matters.
- Provide support and advice for parents throughout the school.
- Contribute to, and support, the activities of the Friends of School.
- Liaise with outside agencies when appropriate and necessary.

Special notes and conditions

The postholder will be required to carry out the duties of a school teacher as outlined in the School Teachers Pay and Conditions Document 2017 and any subsequent amendments and additions made by the Secretary of State for Education as well as the duties of Deputy Headteachers and Assistant Headteachers set out in the same documents. The Headteacher will be required to set an example of good standards in work, professional conduct and as a model classroom practitioner, in addition to those duties that the Executive Director of Learning and the DBAT Education Team may direct from time to time.

The duties listed in this job description are neither exclusive nor exhaustive and the postholder may be required to undertake other tasks, commensurate with the responsibilities and grade of the post, as reasonably requested by the Trust Senior Leadership Team. It is the practice of DBAT to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, DBAT will seek to reach agreement on reasonable changes but, where agreement is not reached, DBAT reserves the right to make changes to the job description, following consultation.

The post holder may be required to move their base to any other location within the Trust upon request or to the offices of external consultants or advisors. Due to the location of the Academies across Bristol, Swindon and Wiltshire, the postholder will need access to their own means of transport. It will be the responsibility of the post-holder to ensure that their vehicle is insured for business use.

DBAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This

will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

Knowledge, Experience and Skills	Essential (E) / Desirable (D)
Significant and successful experience as a senior leader, with a demonstrable track record of impact on improving and sustaining school standards	E
Thorough knowledge of Statutory National Curriculum requirements at EYFS, KS1, KS2 and assessment	E
A strong track record of results and other success in leadership roles	E
Knowledge of curriculum developments, funding arrangements and income streams.	E
Sound understanding of school evaluation including Ofsted and SIAMs inspections	E
Understanding of current developments in education and issues relating to education	E
Experience of developing school governance and promoting effective challenge and support	E
Experience of monitoring, assessment and reporting of student progress	E
Effective written and verbal communication skills	E
Works in a collaborative partnership with the Trust and its stakeholders	E
Think strategically and provide strong and inspired leadership	E
Commitment to and capacity to influence continuous school improvement	E
High levels of accountability and holds others to account	E
Statutory requirements of legislation concerning safeguarding, equal opportunities health and safety, SEN and child protection	E
Capacity to use ICT to increase the effectiveness of the school	E
Qualifications	Essential (E) / Desirable (D)
Qualified Teacher Status	E
Degree or other professional qualification	E
Evidence of continued professional development	E
A specialism in a core subject	D
Personal Qualities	Essential (E) / Desirable (D)
Willingness to work hard with enthusiasm and vision	E
Confidence, independence and flexibility	E
Calm under pressure	E
Well organised	E
Additional Requirements	Essential (E) / Desirable (D)
Sympathetic to the aims, values, ethos and distinctiveness of the Church of England schools and academies	E
Willingness and ability to travel to, and work in, other DBAT sites	E

Appointment Process

Candidates should submit a full application form which fully addresses the competencies and requirements outlined in the Job Description and Person Specification. Applications for flexible working are invited.

Applications should be submitted via E-teach, or the Government Website

The closing date for applications is 9am on Friday 4th November 2022

Interviews TBC

Further information

For an informal conversation about the role, or to arrange a school visit, please contact Leanne Curtis, PA to the CEO in the first instance at Leanne.curtis@dbat.org.uk